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ABSTRACT

This volume documents the Ford Foundation's Mainstreaming Minority Women's Studies program to encourage curriculum transformation by concentrating on the issues, learning, research, and achievements of women of color in the United States. Part 1 is on faculty development and begins with two essays: "Shifting Models, Creating Visions: Process and Pedagogy for Curriculum Transformation" (Karen E. Rowe); and "Understanding Outcomes of Curriculum Transformation" (Paula Ries). Part 1 then focuses on faculty development, with model syllabi drawn from the George Washington University (District of Columbia) and the University of California at Los Angeles. Each is accompanied by an introductory essay by the seminar facilitators. Part 2 presents undergraduate syllabi representative of the course revisions produced by the program's seminars. Two general essays in Part 2 are "Litmus Tests for Curriculum Transformation" (Liza Fiol-Matta) and "Reflections on Teaching Literature by American Women of Color" (King-Kok Cheung). The remainder of Part 2 presents specific curricula in the following areas: American studies, art and architecture, Barnard College first-year seminars, history, literature, theology, writing, anthropology, economics, geography, political science, psychology, and sociology. Part 3 focuses on Puerto Rican studies. The essay, "An Interdisciplinary Guide for Research and Curriculum on Puerto Rican Women" (Edna Acosta-Belen et al.) introduces the 10-unit curriculum. (DB)

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